# Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Due: DHS

# Stage 1 Child Studies

**ASSESSMENT 1 – PRACTICAL ACTIVITY**

**Healthy Food –Healthy Kids**

**Purpose**

To demonstrate your ability to:

* investigate an issue related to health and well-being of young children up to 8 years of age and how technology can be used to address this issue
* Work individually or in pairs, use technology to plan, prepare and nutritionally analyse a meal that addresses the identified issue.
* Individually evaluate processes and outcomes in regard to your practical application.

**Description of Assessment**

This task has three parts:

1. Research task: The focus question is “Individually investigate a significant nutrition related issue that impacts Australian children up to the age of 8 years. How can technology be used to help improve the nutritional outcomes of Australian children affected by this?”
2. Practical application: Working individually or in pairs, research the specified nutrition issue and choose a recipe for a main meal that would help to address this issue. Submit a food order; prepare a work plan and a nutrition information panel for the meal prior to the practical. Prepare and serve the meal, ensuring that photographic evidence is collected during the preparation and service.
3. Evaluation report: Individually complete an evaluation report in which you reflect on your performance in the practical application, the processes involved in making the decision, the use of technology, the practical application, and the outcome and recommend possible improvements, to your practical application.

**Assessment Conditions**

The practical activity task occurs over four weeks. You have two weeks to complete the research task, one week to complete the practical application, and one week to complete the evaluation report and practical evidence.

The research task may be presented in written, oral, or multimodal form. The research task should be a maximum of 400 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

The practical assessment will be during the double lesson in week 4. A food order will need to be submitted by Friday of week 2; a work plan and nutritional analysis will need to be submitted prior to the practical assessment.

The individual evaluation report may be presented in written, oral, or multimodal form. It should be a maximum of 400 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

**Overall Grade: A B C D E**

**Comment:**

Performance Standards for Stage 1 Child Studies

**Investigation - the specific features are as follows:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Productive, well-planned, and well-organised investigation of contemporary issues related to the safety, health, and well-being of young children. | Mostly productive, planned, and organised investigation of contemporary issues related to the safety, health, and well-being of young children. | Competent and generally organised investigation of contemporary issues related to the safety, health, and well-being of young children. | Some basic investigation of one or more aspects of a contemporary issue related to the safety, health, and well-being of young children. | Attempted investigation of an aspect of the safety, health, or well-being of young children. |

I1 Investigation of contemporary issues related to the safety, health, and well-being of young children.

I2 Identification and use of different primary and/or secondary sources, with appropriate acknowledgment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Focused and discerning identification and use of a variety of primary and/or secondary sources, with appropriate acknowledgment. | Mostly focused and logical identification and use of a variety of primary and/or secondary sources, with appropriate acknowledgment. | Competent identification and use of different primary and/or secondary sources, with generally appropriate acknowledgment. | Superficial identification and use of one or more primary or secondary sources, with some inconsistent acknowledgment. | Limited identification, use, or acknowledgment of primary or secondary sources. |

I3 Application of literacy and numeracy skills, and use of appropriate terminology.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Highly effective application of literacy and numeracy skills, including clear and consistent use of appropriate terminology. | Effective application of literacy and numeracy skills, including mostly clear use of appropriate terminology. | Generally effective application of literacy and numeracy skills, including competent use of appropriate terminology. | Inconsistent application of literacy and numeracy skills, with use of some terminology that may be appropriate. | Attempted application of literacy and numeracy skills, with attempted use of terminology that may be appropriate. |

**Practical Application - the specific features are as follows:**

PA1 Development and implementation of safe management practices.

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| --- | --- | --- | --- | --- | --- |
| **A** | **B** | | **C** | **D** | **E** |
| Astute use of initiative in the development and implementation of safe management practices. | | Thoughtful development and implementation of safe management practices. | Competent development and implementation of safe management practices. | Some development and implementation of basic safe management practices. | Attempted development or implementation of basic safe management practices. |

PA3 Application of knowledge and practical skills.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Constructive and sustained application of knowledge and practical skills. | Logical and well-considered application of knowledge and practical skills. | Considered application of knowledge and practical skills. | Some application of basic knowledge and practical skills | Limited application of basic knowledge or practical skills. |

Reflection - the specific features are as follows:

R1 Reflection on the processes and outcomes of practical and group activities, including their own performance.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Insightful reflection on the processes and outcomes of practical and group activities, including their own performance. | Thoughtful reflection on the processes and outcomes of practical and group activities, including their own performance. | Considered reflection on the processes and outcomes of practical and group activities, including their own performance. | Basic consideration of the processes and/or outcomes of practical and group activities, which may include their own performance. | Attempted consideration of one or more processes or outcomes of a practical or group activity, which may include their own performance. |

R2 Reflection on the impact of technology on the health and wellbeing of children.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Astute reflection on the impact of technology on the health and well-being of children. | Well-informed reflection on the impact of technology on the health and well-being of children | Informed reflection on the impact of technology on the health and well-being of children. | Some superficial reflection on the impact of technology on the health or well-being of children. | Identification of one or more impacts of technology on the health or well-being of children |